

IB STEERING COMMITTEE NOTES 3/04/2013

Attendees:

Na'imah Salahuddin, Margie Lope, Jennifer Skates, Diane Riley, Shirley Turner, Linda Cherry, Kelly Raben, Benjamin Lookner, Catherine Chu, Steve Zagami, Cosby Hunt

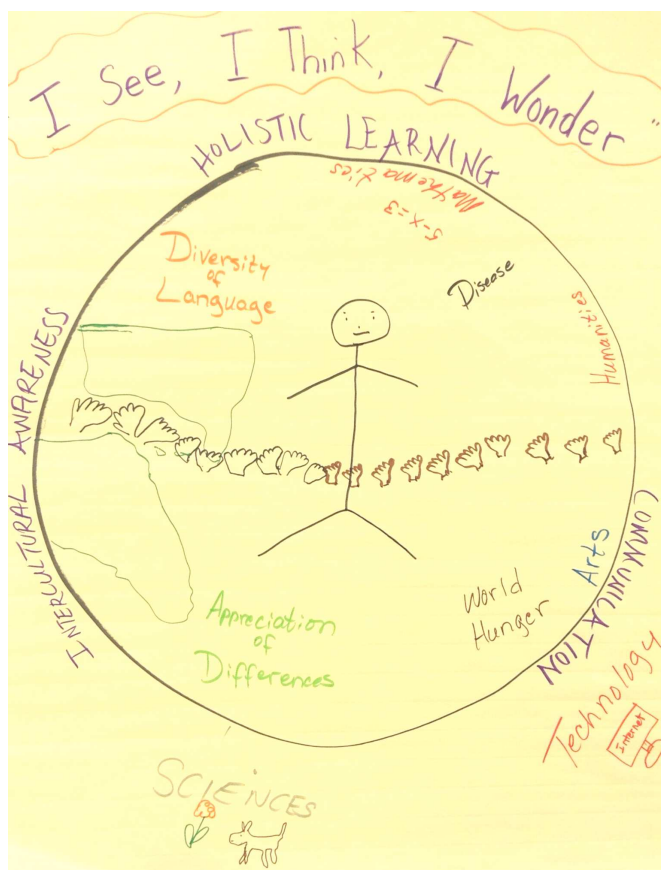
The meeting began at 5:41 when Ms. Riley welcomed everyone to the meeting and introduced the opening activity.

Each committee member was given a question or an answer related to our last discussion of the Primary Years Program including essential elements, IB Learner Profiles, transdisciplinary themes, and PYP attitudes and concepts.

Ms. Salahuddin did a brief review of our last meeting concerning the IB Primary Years Programme.

The purpose of today's meeting was to investigate some of the core components of the Middle Years Programme. Three groups were each assigned a core component to read about in the booklet, *The Middle Years Programme: A basis for practice*. Teams were also provided content guides. Each group created a graphic to illustrate what they had learned:

1) The three fundamental concepts of the MYP:



Holistic learning—representing the notion that all knowledge is interrelated and that the curriculum should promote the development of the whole person

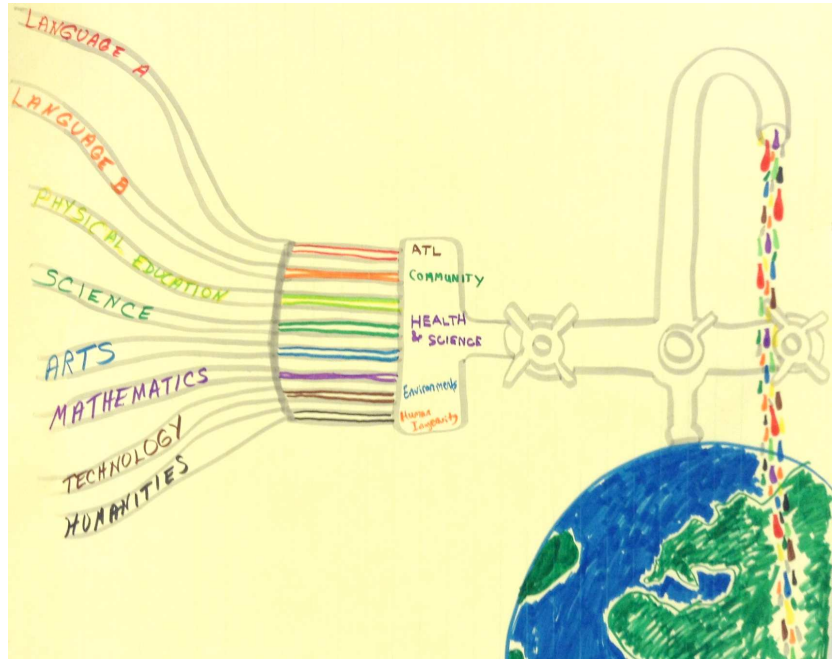
Intercultural awareness—representing the notion that school communities should encourage and promote international-mindedness by engaging with and exploring other cultures

Communication—representing the notion that schools should encourage open and effective communication, important skills that contribute to international understanding.

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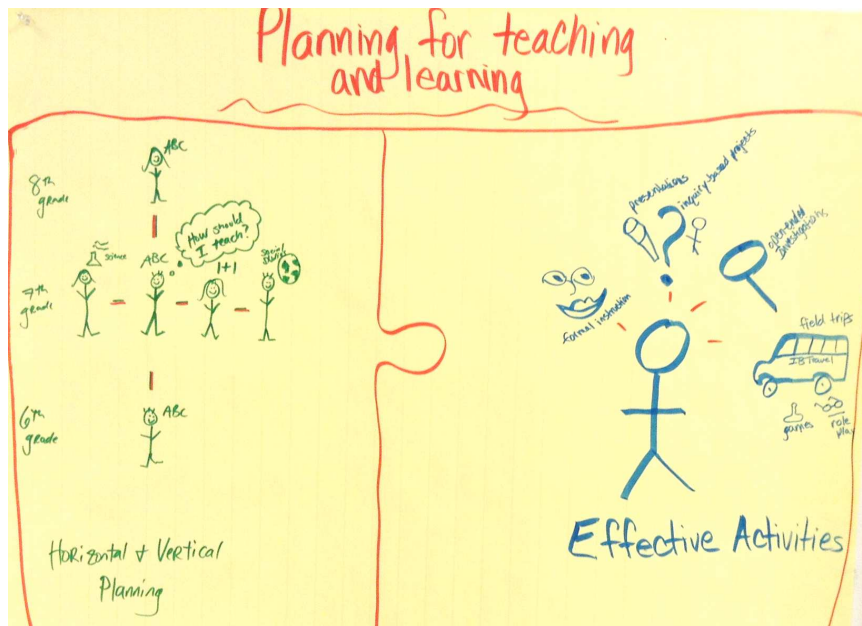
2) The MYP curriculum framework includes several areas of interaction, or contexts through which all subject areas are taught:

Approaches to learning
Community and service
Health and social education
Environments
Human ingenuity

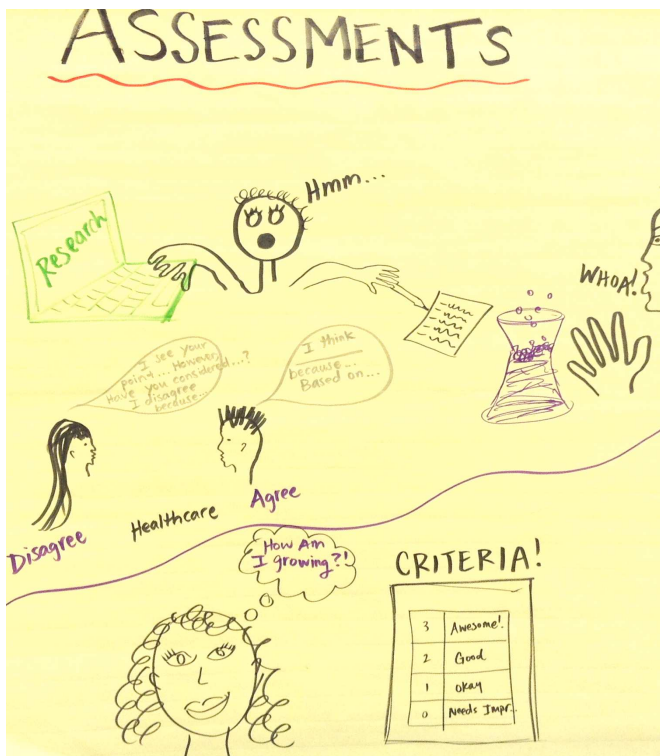


Among other things, the areas of interaction give meaning to what is learned through the exploration of real world issues and can help students develop positive attitudes and a sense of personal and social responsibility.

3) Planning for teaching and learning



Teaching the MYP requires planning across departments and grade levels and encourages the use of a many teaching and learning styles.



Schools are encouraged to use a variety of formative assessment methods that involve the learner. The complex higher-level educational skills that form the focus of MYP assessment do not lend themselves readily to mechanized marking.

After the brief presentations, we reviewed the differences between the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

Margie Lope asked us to engage in a SEE/THINK/WONDER exercise to attempt to clarify our thinking about what we were learning. We shared our responses and Margie attempted to answer some of the questions raised.

We ended our discussion at 7:00 with an exit slip: write two things you learned about today's topic and write one question you still have. Dr. Turner collected the exit slips.